

**NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS**  
**Informational Paper**  
**January 2008**

**Introduction**

In the mid-1980s the Carnegie Corporation's Forum on Education and the Economy funded a Task Force on Teaching as a Profession. The task force's 1986 report, "A Nation Prepared: Teachers for the 21<sup>st</sup> Century," called for the creation of a board to "define what teachers should know and be able to do" and "support the creation of rigorous, valid assessments to see that certified teachers meet those standards."<sup>1</sup> With the leadership of former North Carolina Governor Jim Hunt, the National Board of Professional Teaching Standards (NBPTS) was formed in 1987 to "advance[e] quality teaching and learning." The NBPTS mission statement defines its functions as the following:

Maintaining high and rigorous standards for what accomplished teachers should know and be able to do  
Providing a national voluntary system certifying teachers who meet these standards  
Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers<sup>2</sup>

The process for certification includes paper-pencil assessments, teaching portfolios, including videos, and documentation of reflective practices. There are costs to apply, set by NBPTS: a \$65 nonrefundable application processing charge and a \$2,500 assessment fee (increased in 2006-07 from \$2,300), of which \$500 is nonrefundable.<sup>3</sup> Teachers report spending 200-300 hours preparing the portfolio and preparing for the assessments. Applicants must complete the process within a three-year period; the system does provide for "banking" positive results on each criterion during the application period. The process evaluates teacher competence relative to the five core propositions of the NBPTS. These are the following:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;  
and
5. Teachers are members of learning communities.

The first national certificates in the United States were awarded in 1993-94. The certificate is valid for ten years and may be renewed.<sup>4</sup>

South Carolina's General Assembly began with a modest appropriation of \$120,000 for the program in Fiscal Year 1998. At that time the state reimbursed teachers for the application fees and provided a one-time bonus for teachers achieving the certification. This practice continued through Fiscal Year 2000. For Fiscal Year 2001 and beyond, Governor Jim Hodges established the goal that South Carolina would employ 5,000 teachers with National Board for Professional Teaching Standards (NBPTS) certification by the end of 2005. Governor Hodges joined his colleagues in North Carolina, Florida and Texas in defining National Board Certification as a priority state investment. To encourage teachers to pursue the national certification, the General Assembly provided a cancelable loan for the application fees and an annual bonus of \$7,500 for each of the ten years in which the certification is valid. Investments in the program have increased significantly over the last ten years as shown in Table 1 below.

Table 1  
State Investments in National Board of Professional Teaching Standards Certification

STATE APPROPRIATIONS				% Increase over the Prior Year
Fiscal Year	General Funds	Education Improvement Act (EIA)	Total	
2007-2008	6,061,304	45,824,534	51,885,838	7.84 %
2006-2007	6,061,304	42,051,196	48,112,500	14.83%
2005-2006	2,627,126	39,280,874	41,898,000	6.76%
2004-2005	11,276,610	27,968,264	39,244,874	6.63%
2003-2004	36,803,080	0	36,803,080	12.15%
2002-2003	20,790,266	12,024,241	32,814,507	115.27
2001-2002		15,243,507	15,243,507	122.15%
2000-2001		6,861,770	6,861,770	1757%
1999-2000		369,490	369,490	207.91%
1998-1999	0	120,000	120,000	0
1997-1998	0	120,000	120,000	

Source: General Appropriations Acts, 1998-2008.

Funds in 2006-2007 were spent in the following manner:

NBPTS for loans	\$ 2,951,300
Refunds from withdrawn candidates	(11,250)
CERRA Administration	147,033
Teachers-Governors' schools	71,520
Teachers-Local Districts	44,682,568
<b>TOTAL:</b>	<b>47,841,171</b>
	<b>99.43 % of appropriations<sup>5</sup></b>

Since South Carolina began paying the application fee up front as part of the application process, 10,683 individuals have taken advantage of the program (see Table 2). Furthermore, there have been at least 115 individuals to pay the application fee themselves, though the total number of additional applicants is unknown as individuals paying the application fee themselves can choose to not report their application publicly. Of the 9,344 individuals who applied between 2000-01 and 2006-07, 5,090, or 54.47 percent, achieved certification by the end of 2007.

Table 2  
National Board Certification Applicants Since 2000-01

Data from SC Loan Database Number of Applicants	Applicants	Achieved Certification over Three Years	Data supplied by NB- includes applicants not receiving SC loan		
			Number	Difference	Private School
2000-2001	1,839	1,265	n/a	n/a	n/a
2001-2002	2,198	1,219	n/a	n/a	n/a
2002-2003	1,075	593	n/a	n/a	n/a
2003-2004	953	542	967	14	1
2004-2005	1,162	624	1,175	13	1
2005-2006	939	484*	956	17	2
2006-2007	1,178	363*	1,209	31	0
2007-2008	1,339	TBD	1,379	40	4
<b>Total</b>	<b>10,683</b>	<b>5,090*</b>	<b>5,686</b>	<b>115</b>	<b>8</b>

Data provided 2008 by CERRA from the South Carolina application database and from National Board of Professional Teaching Standards (NBPTS) \*Total number still to be determined as there are 860 individuals who are eligible for retake.

According to NBPTS, today South Carolina has the third highest number of National Board certified individuals in the nation, and at 12.1 percent, the second highest percentage in the nation. South Carolina also boasts the second largest number of African-American teachers who are NBPTS-certified.<sup>6</sup> A large majority (70.8 percent) of NBPTS-certified teachers (in 2007 45,000 of the 64,000 certified nationally) were in southern states. The number of NBPTS-certified teachers in states served by the Southern Regional Education Board and the state incentive follow:<sup>7</sup>

	Certificates as of December 2007	State Monetary Incentives
United States	63,821	
SREB states	45,199	
Alabama	1,330	\$5,000 annually for certificate life
Arkansas	844	\$5,000 annually for certificate life
Delaware	395	12 % of the state portion of salary for certificate life
Florida	10,877	10% of prior year's state average salary for certificate life
Georgia	2,443	10% of salary applicable only in "high needs" schools
Kentucky	1,375	\$2,000 annually for certificate life
Louisiana	1,217	\$5,000 annually for certificate life
Maryland	1,055	State match local incentives up to \$2,000
Mississippi	2,685	\$6,000 annually for life of certificate
North Carolina	12,775	12 percent of state portion of salary
Oklahoma	1,995	\$5,000 annually for certificate life
South Carolina	5,734	\$7,500 annually for certificate life
Tennessee	287	No state monetary bonus
Texas	393	No state monetary bonus
Virginia	1,435	\$5,000 bonus initial years, \$2,500 for certificate life
West Virginia	359	\$2,500 annually for certificate life

SREB states vary on support of the application fee. Several states, such as Alabama and Arkansas, provide an application loan for candidates, but require candidates who are successful in obtaining certification to commit to teach in the public schools in the state for a certain length of time (5 years in Alabama, 2 years in Arkansas). Delaware pays the fee, but the candidate must pay the fee back within two years of receiving certification. Other states, like Florida and Georgia, pay a percentage of the fee.

Not all NBPTS-certified teachers are employed as teachers in S. C. public schools – at least 25 teachers were working in private schools. In addition, some have entered school or district level administration, others have retired, and several are deceased.

The Center for Educator Recruitment Retention and Advancement (CERRA) is the lead agency for the NBPTS program for South Carolina; the State Department of Education (SDE) manages all fiscal matters through its Office of Finance. These funds at CERRA provide for 1.75 FTEs to encourage teachers to participate in the program, either by providing information or linking the potential applicant to NBPTS-certified teachers. CERRA administrative funds (shown below) are incorporated in the program appropriations: The CERRA loan manager processes all repayments and correspondence related to the 8,000 teachers who are pursuing or have received certification or are in the process of repaying the loans.

2001 - 2002 \$135,000  
 2002 - 2003 \$100,000  
 2003 - 2004 \$100,000  
 2004 - 2005 \$122,405  
 2005 - 2006 \$141,579  
 2006 - 2007 \$147,033  
 2007 - 2008 \$151,956 (estimate)

As South Carolina promoted NBPTS certification for teachers, questions have been raised about the purpose and impact of national certification, the costs and benefits to the state, and the equitable availability of NBPTS-certified teachers among schools so that all students benefit. These concerns can be clustered within four questions:

- What is South Carolina's goal in providing an incentive for NBPTS certification? Is that purpose being accomplished? If so, for whom, and if not, what are the barriers?
- Does NBPTS certification make a difference within the profession, to schools and districts and to students?
- How do South Carolina and the school districts encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?
- How do we address uneven availability of NBPTS-certified teachers among the schools of the state?
- What are the long-range financial projections for paying the supplement (i.e., how do renewal and/or retirement decisions impact the cost to the state)?

**What is South Carolina's goal in providing an incentive for NBPTS certification?**

A goal for the National Board certification program is not established in either South Carolina statutes or in the annual appropriations acts.

Embedded within the NBPTS mission is the implication that the national certification is to recognize teachers at an "accomplished" level which is presumed to be beyond the requirements of state certification and the clear intent of creating an advocacy group for quality teaching and learning. Some policymakers indicate that the certification program should accomplish one or more of the following purposes: recognize and reward strong teachers, increase teacher salaries generally, create a circumstance in which classroom teaching is a career path with financial rewards equal to administrative positions, provide a strong professional development experience and increase the value of teaching as a profession.

South Carolina's General Assembly establishes the state's investment in the NBPTS program through two provisos in the annual appropriations act. The 2007-2008 language provides the following:

- 1.51 Public school classroom teachers or classroom teachers who work with classroom teachers who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards shall be paid a \$7,500 salary supplement in the year of achieving certification. Teachers employed at the special schools shall be eligible for this \$7,500 supplement. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall develop guidelines and administer the programs whereby teachers applying for National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standard for certification under previous appropriation acts, shall receive reimbursement of their certification fees as prescribed under the provisions of the previous appropriation act. Of the funds appropriation in Part IA, Section 1, XIII.A. for National Board Certification, the State Department of Education shall transfer to the Center for Educator Recruitment,

Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program. In addition, teachers who are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification. Provided, further, that in calculating the compensation for teacher specialists, the State Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification. Teachers who begin the application process after July 1, 2007 and who teach in schools which have an absolute rating of below average or unsatisfactory shall be eligible for full forgiveness of all assessments fees upon submission of all required materials for certification, regardless of whether certification is obtained. The forgiveness of all assessment fees will be at the rate of 33 % for each year of full time teaching in the schools which have an absolute rating of below average or unsatisfactory.

- 1.52 National Board Certification Incentive appropriation excess of all obligations to include the national board certification incentive salary supplement, related fringe, loan principal amount and interest forgiven and the administration funds necessary for the Center for Educator Recruitment, Retention and Advancement (CERRA-South Carolina) and the Department of Education shall be distributed to school districts and allocated based on the Education Finance Act Formula.

Within Title 59 of the South Carolina Code of Laws, 1976, as amended, there are two references to NBPTS certification—one addresses the alignment of certificate renewal and inclusion in ADEPT evaluation criteria and the other addresses the cancelable loan for application fees.

Section 59-5-85. Teacher evaluation program standards and procedures. [SC ST SEC59-5-85] The State Board of Education and the Department of Education shall review and refine, as necessary, the professional performance dimensions in the state's teacher evaluation program (ADEPT) established in Section 59-26-30(B) to ensure the dimensions are consistent with nationally recognized performance-based accreditation standards and certification standards of the National Board for Professional Teaching Standards certification standards. National board certified teachers shall be included in this review. A report on the changes to the dimensions must be provided to the Education and Public Works Committee of the House of Representatives and the Education Committee of the Senate no later than September 1, 2001. The Department of Education shall implement a pilot program to develop procedures and obtain information for including student achievement as a component in the teacher evaluation program (ADEPT). No fewer than five school districts must participate in the development and pilot of the procedures. At least one district designated as impaired is to be included in the pilot if the district chooses. The development of the program is to begin no later than September 1, 2000. A report on the progress of the project and recommendations concerning its implementation is due to the Education Committee of the Senate and the Education and Public Works Committee of the House of Representatives by March 1, 2001. Further, the Department of Education shall develop guidelines for the teacher induction program, established in Section 59-26-20, which shall include sustained long-term coaching and assistance. Information on best practices in teacher induction programs must be disseminated to school districts. By July 1, 2000, the State Department of Education shall adopt criteria for the selection and training of teachers who serve as mentors for new teachers as a part of the induction program.

Section 59-26-85. NBPTS recertification; development of application fee loan program[SCSTSEc59-26-85](A) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board certification. Teachers receiving national certification from the NBPTS shall receive an increase in pay for the life of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.

(B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven.

**Does NBPTS-certification make a difference within the profession, to schools and districts and to students?**

Not unlike the experience in other states, NBPTS-certified teachers tend to cluster in urban and suburban schools and in higher-performing schools. Are NBPTS-certified teachers better teachers or do better teachers tend to pursue certification? Studies have explored the correlation between NBPTS certification and strong student results. These studies cite a relationship between teacher status and student performance; however the studies cited by the NBPTS, SREB and others are not able to link student performance to any one variable. NBPTS has asserted that certification leads to positive results. In summary information on its website the NBPTS cited the following:

- Research is consistently positive about the impact of National Board Certification on improvements to teacher practice, professional development and areas of school improvement that are critical to raising student achievement. For example:  
NBCTs consistently outperform their peers in knowledge of subject matter, ability to adapt instruction and ability to create challenging and engaging lessons: - L. Bond, University of North Carolina, Greensboro
- National Board Certification is more effective and cost-effective than other professional development methods: - C. Cohen, The Finance Project
- Teachers who pursue National Board Certification show significant improvements in their teaching practices, regardless of whether they achieved certification: - D. Lustick, Michigan State University
- NBPTS demonstrates greater influence on teacher mentoring, leadership, team-building, professional development and evaluation, curriculum development, efficacy and overall school leadership: - M. Freund, George Washington University, - T. Petty, University of North Carolina, Chapel Hill
- Independent studies show students of NBCTs do better on standardized tests than students of non-NBCTs. For example, students of NBCTs score 7 to 15 percentage points higher on year-end tests than students of non-NBCTs. NBCTs were particularly effective with minority students:- D. Goldhaber, University of Washington
- In 48 comparisons (4 grades, 4 years of data, 3 measures of academic performance), students of NBCTs surpassed students of non-NBCTs in almost three-quarters of the comparisons. The learning gains were equivalent (on average) to spending about an extra month in school: - L. Vandevort, Arizona State University
- More math NBCTs helped their students achieve greater testing gains in 9th and 10th grades than their non-certified colleagues—demonstrating particular benefits among

special needs students and African-American and Hispanic students: - L. Cavalluzzo, The CNA Corporation

- Students of NBCTs exhibit deeper learning outcomes more frequently than students of non-NBCTs: - T. Smith, Appalachian State University
- NBCTs accounted for significant differences for students by certain grades and subject areas: - W. Sanders, SAS Institute
- NBCTs showed strong performance in practice-related areas such as graduate coursework, student assignments and quality of planning practices:- W. McColskey and J. Stronge, University of North Carolina, Greensboro and The College of William and Mary
- NBCT certification provides a positive signal of teacher productivity in some cases:- D. Harris and T. Sass, Florida State University

All of the research contributes to understanding and improving the National Board Certification process. Yet, it is misleading to draw major conclusions about the overall value and impact of National Board Certification based solely on individual studies. No single study or small group of studies can effectively describe the range of impact of the National Board Certification process<sup>8</sup>

Other studies reveal mixed effects regarding National Board Certification. For example, several research studies conducted by W. Sanders, SAS Institute; W. McColskey and J. Stronge, University of North Carolina, Greensboro and The College of William and Mary; and Douglas Harris and T. Sass, Florida State University indicate that students of NBCTs did not demonstrate significantly better rates of academic progress as compared to students of non-NBCTs.

As is often found in educational research, a constellation of factors result in higher or lower student achievement.<sup>9</sup> Recent studies by the Center for Analysis of Longitudinal Data in Education Research (CALDER) are more critical describing NBPTS certification as a “distinctive mixture of certification, preparation and merit pay, but that does not necessarily make it a more cost-effective policy compared to other options.” CALDER further states that “[t]here is little evidence that the process of becoming NBPTS certified increases teacher productivity or that NBPTS-certified teachers in a school enhance the productivity of their colleagues.”<sup>10</sup> The CALDER findings are inconsistent with a 2004 study conducted by Vandevoort and others that found statistically significant positive differences in the performance of students taught by NBPTS-certified teachers.

A 2005 evaluation of the relationship between the national certification and student performance conducted by the University of South Carolina yielded inconsistent results and, like other studies, was unable to untangle the contributions of NBPTS certification from a number of other variables impacting student performance.<sup>11</sup>

**How do South Carolina and individual school districts encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?**

Fifty-nine (59) South Carolina public school districts offer support or additional compensation to teachers pursuing and attaining National Board certification. These local incentives are displayed in Appendix A. To assist in the application process, districts often provide paid leave time, funds for retakes of the examinations, and clerical support. District salary supplements range from a one-time \$1,000 bonus to a \$5,500 annual supplement for the life of the certificate.

These supplements are in addition to the state supplement. The projected total of the local supplements was \$10.2 million for FY06.

Beginning with the 1984 Education Improvement Act, South Carolina has funded teacher salaries at the Southeastern average level. The determination of that average is based upon all funds paid to classroom teachers, regardless of state or local source. Therefore, the supplements paid to roughly 5,000 NBPTS-certified teachers impact the statewide average salary paid across approximately

53,000 teachers. The amount paid in the state supplement contributes to the southeastern average. Local supplements paid in 59 districts for NBPTS-certification are reported in the local residual contribution to the southeastern average and the exact impact on the southeastern average cannot be disaggregated from the residual. The cumulative local NBPTS supplement is estimated in FY07 to be \$10.2 million. This estimate is achieved by multiplying the number of NBPTS teachers in each district by the supplement amount listed in Appendix A. Over the last four years that contribution has been:

Impact of State Supplement		Impact of Local Supplement	
FY05	\$578		not available
FY06	\$656		\$146
FY07	\$735		\$179
FY08	\$834		to be determined

The concentration of these supplements skews the southeastern average and exacerbates salary differentials among school districts.

**How do we address uneven availability of NBPTS-certified teachers among the schools of the state?**

The distribution of NBPTS teachers across districts is uneven. As the detail in Appendix A showcases, the percentage of teachers with NBPTS certification in a district ranges from none percent to just over 21 percent. Suburban districts are more likely to have larger percentages of teachers with NBPTS certification. They tend to offer bonuses in addition to the state supplement and support teachers through the applications process.

When those same data are examined by 2007 district absolute performance rating, the following distribution is evident:

Table 3  
Distribution of National Board for Professional Teaching Standards Teachers  
By District Absolute Rating

2007 Absolute Rating (N)	TOTAL NBCTs receiving stipend 9/07	% of STATE NBCTs	Total ALL Teachers	% of NBCTs to ALL Teachers
Excellent (0)	0	0	0	0
Good (7)	664	14.6%	4,457	14.9%
Average (39)	2,696	59.29%	28,701	9.39%
Below Average (22)	1,044	22.96%	12,366	8.44%
Unsatisfactory (17)	143	3.14 %	3,696	3.87 %
Total (85)	4,547	100%	49,220	9.24 %

Informal conversations with teachers in rural districts indicate the need for collegial support and the isolation a teacher may experience if he/she is the only teacher in the school pursuing certification. Keeping track of time lines, developing documents and video-taping one's own teaching are among the challenges compounded when a teacher is the only teacher in a school pursuing certification.

Responding to the disparity in the distribution, there have been a number of legislative proposals in recent years to award the state incentive only when the NBPTS-certified teacher is employed in a rural or in a low-performing school. These proposals have failed, often meeting resistance because the underlying premise is taking an asset from one district and giving it to another. A change in policy has emerged in the current year. In the 2007-2008 General Appropriations Act, the proviso governing NBPTS supplements is amended to allow teachers who begin the application process after July 1, 2007, and who teach in schools with an absolute rating of Below Average or Unsatisfactory to be eligible for full forgiveness of all assessment fees regardless of whether they achieve certification. The



loans would be forgiven at the rate of 33 percent for each year of full time teacher in schools with an absolute rating of Below Average or Unsatisfactory.

Other states are using a number of strategies to increase the proportion of teachers earning National Board certification. Some of the more notable include a project housed at Arizona State University which supports cadres of teachers pursuing certification. The establishment of a supportive cadre of teachers enables teachers to learn from one another and to provide collegial support throughout the process. Charlotte-Mecklenburg School District provides a series of support activities from early interest activities through paid leave and technical supports (see Appendix B).

CERRA currently provides information and regular candidate support through a voluntary network of NBPTS-certified teachers. NBC liaisons are appointed in 85 local districts, the Department of Juvenile Justice, the Governor's School for the Arts and Humanities and the South Carolina School for the Deaf and the Blind. CERRA, in partnership with the South Carolina Education Association and the National Board, is sponsoring three National Board professional development communities (Charleston, Chesterfield and Orangeburg counties) in an effort to develop indigenous groups in settings with low numbers of NBPTS-certified teachers.

**What are the long-range financial projections for paying the supplement (i.e., how do renewal and/or retirement decisions impact the cost to the state)?**

At the beginning of the 2007-08 school year, there were 5,226 individuals who had earned National Board certification in South Carolina. Of that 5,226, 17 were employed in private schools and had never worked in South Carolina public schools. Fourteen individuals who had earned National Board certification since 1994 were deceased. Of the 5,195 remaining individuals, 4,611 were still employed and contributing to the South Carolina Retirement System, including 4,547 individuals receiving all or part of the \$7,500 stipend. Overall, 584 individuals had retired and were no longer working in South Carolina schools, had left the state to teach elsewhere, or were no longer working in South Carolina public schools but had not officially retired.

Further analysis of the 5,226 individuals found that 626 had retired and/or TERled between 1997 and 2007. Of the 626, 405, or 64.7 percent, were employed in the public schools of South Carolina during 2006-07 and made contributions to their retirement accounts. Table 4 shows the distribution of certified individuals and retirement patterns since 1994.

Table 4  
Retirement Patterns of National Board Certified Teachers, 1997-2007

Year of Retirement	Year of National Board Certification											
	1994	1995	1998	1999	2000	2001	2002	2003	2004	2005	2006	
1997	0	0	0	0	0	0	1	0	0	0	0	
2001	0	0	1	1	2	2	4	2	0	2	0	
2002	0	0	0	1	4	5	4	2	1	1	0	
2003	0	0	0	1	29	22	9	10	2	4	2	
2004	1	0	0	2	16	63	30	11	2	1	0	
2005	0	0	0	0	14	32	42	17	7	4	3	
2006	0	0	0	0	12	28	42	33	9	2	0	
2007	0	1	0	1	9	37	36	36	15	6	2	
Total	1	1	1	6	86	189	168	111	36	20	7	626
Total Cert that yr	1	1	9	35	350	953	1094	889	658	585	653	

Between the end of 2006-07 and the beginning of 2007-08, 351 individuals who earned the stipend in 2006-07 were not eligible to receive the stipend in 2007-08 for various reasons; the number of

individuals receiving certification in 2007 was 657, with a net increase from 2006-07 of 306 individuals, or a financial commitment of \$2,760,426 if the entire 306 are eligible for the stipend. The individuals who received certification in the early years of the program have begun to retire, and while the growth of the program has not completely peaked, the number of individuals retiring and/or no longer serving in positions eligible to receive the stipend will increase over the next few years. The appropriation growth of the program should further slow as more individuals retire over the next five years.

### **Conclusions**

NBPTS certification is recognized as a mean of acknowledging superior teacher knowledge, skill and accomplishment. Within South Carolina, increasing numbers of teachers are pursuing the certification and the proportion of NBPTS-certified teachers in a district or the state is an informal indicator of the state's move to educational excellence.

While the research on impact on student achievement is mixed or researchers are unable to separate the impact of the certification process from a constellation of other factors, the impact of a robust professional community on school and student progress is recognized.

South Carolina's needs for student achievement and a strong teaching profession are served by increasing the number of NBPTS-certified teachers in every district.

The retirement and the attrition of NBPTS-certified teachers in the near future should slow the growth of appropriations for the program.

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<sup>1</sup> "History: The Beginnings of a Movement," [www.nbpts.org](http://www.nbpts.org), 2007.

<sup>2</sup> Ibid.

<sup>3</sup> "Fees and Financial Support," [www.nbpts.org](http://www.nbpts.org), 2007.

<sup>4</sup> "History: The Beginnings of a Movement," [www.nbpts.org](http://www.nbpts.org), 2007.

<sup>5</sup> South Carolina State Department of Education, Office of Finance, July 2007.

<sup>6</sup> Sawyer, Gayle. July 6, 2007 conversation.

<sup>7</sup> Southern Regional Education Board, "SREB States Remain on Top in the Number of Teachers Achieving National Board Certification," May 2006.

<sup>8</sup> "Making a Difference in Quality Teaching and Student Achievement," [www.nbpts.org](http://www.nbpts.org), 2006.

<sup>9</sup> "Studies, Reports & Papers", [www.nbpts.org](http://www.nbpts.org), 2006.

<sup>10</sup> Douglas N. Harris and Tim. R. Sass, "The Effects of NBPTS-Certified Teachers on Student Achievement," CALDER Urban Institute, March 2007.

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<sup>11</sup> Fisher, Steve. "A Study of the Relationship between National Board Certification Status of Teachers and Students Achievement," University of South Carolina College of Education Office of Program Evaluation, 2005.

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## **APPENDIX A**

**Current Number of SC National Board Certified Teachers  
Based on Score Reporting for December 2006**

- Absolute Ratings for 2006
  - (E) = Excellent
  - (G) = Good
  - (A) = Average
  - (BA) = Below Average
  - (U) = Unsatisfactory
- Current Candidates: "retake" indicates number of Retake candidates included in total number of Candidates for district
- Local Incentives: 59 districts offer local incentives with 39 of those offering a one-time bonus or annual supplement (see pages 6 – 8 for more detail)

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Abbeville (A)	2	11 (7 R)	13	51	296.10	17.22	YES
Aiken (A)	14	31 (13 R)	45	81	1,753.20	4.62	YES
Allendale (U)	0	1	1	1	143.20	.70	NO
Anderson 1 (G)	24	7	31	66	550.50	11.99	YES
Anderson 2 (A)	0	9 (2 R)	9	24	237.30	10.11	YES
Anderson 3 (A)	0	1	1	19	192.30	9.88	NO
Anderson 4 (A)	0	12	12	14	215.40	6.50	YES
Anderson 5 (A)	5	18 (9 R)	23	99	979.40	10.11	YES
Bamberg 1 (A)	0	6 (2 R)	6	6	129.60	4.63	NO
Bamberg 2 (BA)	0	0	0	0	82.0	0.00	NO
Barnwell 19 (BA)	0	0	0	2	69.40	2.88	NO
Barnwell 29 (A)	0	2	2	1	74.50	1.34	YES
Barnwell 45 (A)	0	2 (1 R)	2	11	186.50	5.90	NO
Beaufort (A)	10	24 (3 R)	34	103	1,493.20	6.90	YES
Berkeley (A)	17	84 (37 R)	101	175	1,907.80	9.17	YES

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6-8 for details)
Calhoun (BA)	0	1	1	12	147.0	8.16	YES
Charleston (BA)	35	97 (36 R)	132	329.0	3,589.70	9.17	YES
Cherokee (A)	9	8 (3 R)	17	24	721.70	3.33	YES
Chester (BA)	4	13 (4 R)	17	46.0	469.70	9.79	YES
Chesterfield (A)	7	13 (5 R)	20	61	583.50	10.45	NO
Clarendon 1 (BA)	0	0	0	3	78.40	3.83	NO
Clarendon 2 (BA)	10	2 (2 R)	12	21	225.40	9.32	NO
Clarendon 3 (A)	1	1 (1 R)	2	10	82.80	12.08	NO
Colleton (U)	4	3 (1 R)	7	19	483.70	3.93	YES
Darlington (BA)	3	28 (14 R)	31	59	852.50	6.92	YES
Dillon 1 (BA)	0	0	0	1	64.80	1.54	NO
Dillon 2 (U)	1	1 (1 R)	2	15	236.10	6.35	YES
Dillon 3 (A)	0	0	0	4	111.0	3.60	NO
Dorchester 2 (A)	24	31 (9 R)	55	111	1,377.0	8.06	YES
Dorchester 4 (BA)	0	11	11	4	187.70	2.13	YES
Edgefield (A)	0	5 (3 R)	5	27	330.20	8.18	YES
Fairfield (U)	0	5 (3 R)	5	15.0	331.80	4.52	YES
Florence 1 (BA)	13	20 (12 R)	33	80	1,200.70	6.66	YES
Florence 2 (A)	1	2	3	5	91.10	5.49	NO
Florence 3 (U)	0	3 (3 R)	3	7	277.80	2.52	NO
Florence 4 (BA)	0	0	0	2	92.90	2.15	YES
Florence 5 (A)	0	6 (5 R)	6	19	107.80	17.63	YES
Georgetown (A)	7	45 (26 R)	52	104	806.80	12.89	YES
Greenville (A)	36	110 (32 R)	146	344	4,768.80	7.21	YES
Greenwood 50 (A)	7	33 (11 R)	40	71	706.30	10.05	YES
Greenwood 51 (A)	4	1	5	11	94.60	11.63	YES
Greenwood 52 (G)	0	0	0	7	115.10	6.08	YES
Hampton 1 (A)	5	1	6	18	208.90	8.62	NO
Hampton 2 (U)	0	0	0	4	108.70	3.68	NO

Page 2



School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6-8 for details)
Horry (A)	50	110 (31 R)	160	173	2,625.0	6.59	YES
Jasper (U)	0	1 (1 R)	1	1	225.70	0.44	YES
Kershaw (A)	19	47 (12 R)	66	100	748.60	13.36	YES
Lancaster (A)	22	31 (9 R)	53	62	848.80	7.30	YES
Laurens 55 (BA)	8	10 (3 R)	18	16	402.30	3.98	YES
Laurens 56 (A)	5	11 (2 R)	16	12	243.40	4.93	YES
Lee (BA)	1	1 (1 R)	2	4	208.20	1.92	YES
Lexington 1 (E)	18	55 (16 R)	73	165	1,551.20	10.64	YES
Lexington 2 (A)	8	30 (17 R)	38	94	702.30	13.38	YES
Lexington 3 (A)	4	10 (3 R)	14	17	166.50	10.21	YES
Lexington 4 (BA)	3	12 (6 R)	15	24	249.0	9.64	YES
Lexington 5 (E)	13	58 (22 R)	71	252	1,273.0	19.80	YES
Marion 1 (U)	1	2	3	11	213.70	5.15	NO
Marion 2 (U)	5	0	5	3	136.50	2.20	YES
Marion 7 (U)	2	1 (1 R)	3	6	79.20	7.58	YES
Marlboro (BA)	2	3 (3 R)	5	20	382.40	5.23	YES
McCormick (BA)	1	0	1	4	80.0	5.00	YES
Newberry (BA)	13	18 (11 R)	31	42	495.30	8.48	YES
Oconee (A)	10	18 (6 R)	28	89	889.80	10.00	NO
Orangeburg 3 (U)	0	4 (4 R)	4	5	270.0	1.85	YES
Orangeburg 4 (BA)	3	2 (1 R)	5	10	305.30	3.28	YES
Orangeburg 5 (BA)	4	16 (4 R)	20	17	645.20	2.63	YES
Pickens (A)	6	24 (11 R)	30	99	1,138.0	8.70	YES
Richland 1 (BA)	55	94 (43 R)	149	197	2,248.30	8.76	YES
Richland 2 (A)	41	109 (40 R)	150	368	1,717.70	21.42	YES
*Saluda (BA)	1	1	2	2	158.20	1.26	NO
Spartanburg 1 (A)	1	8 (3 R)	9	19	387.50	4.90	NO
Spartanburg 2 (A)	2	26 (11 R)	28	52	572.0	9.09	YES
Spartanburg 3 (A)	0	6 (1 R)	6	20	221.0	9.05	NO

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Spartanburg 4 (G)	0	12 (5 R)	12	13	187.90	6.92	NO
Spartanburg 5 (A)	5	24 (7 R)	29	41	522.30	7.85	NO
Spartanburg 6 (A)	15	17 (5 R)	32	47	733.70	6.41	NO
Spartanburg 7 (BA)	3	11 (4 R)	14	52	736.30	7.06	NO
Sumter 2 (A)	0	12 (4 R)	12	19	650.40	2.92	YES
Sumter 17 (A)	4	33 (17 R)	37	52	655.50	7.93	YES
Union (BA)	0	9	9	15	368.0	4.08	NO
Williamsburg (BA)	0	1	1	5	416.80	1.20	YES
York 1 (A)	4	7	11	24	375.50	6.39	YES
York 2 (G)	6	29 (8 R)	35	46	436.20	10.55	YES
York 3 (A)	12	56 (18 R)	68	195	1,211.20	16.10	YES
York 4 (E)	12	23 (7 R)	35	111	584.70	18.98	YES

#### State-Supported Schools/Special Schools

School	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Anderson AVC (E)	0	0	0	6	26.00	23.08	NO
Daniel Morgan Voc. (E)	0	0	0	5	21.00	23.81	NO
DJJ (E)	7	3	10	7	103.0	6.80	NO
FE Dubose (G)	0	0	0	2	12	16.67	NO
Felton Lab	0	1	1	0			
HB Swofford (E)	0	0	0	2	20.00	10.00	NO
John de la Howe (E)	0	0	0	3	14	21.4	NO
RD Anderson Tech					25.00	4.00	NO



(E)	0	0	0	1	1				
SC Governor's School for Arts (E)	0	1	1	13	37	35.14			NO
SC School for Deaf & Blind (E)	2	2 (2 R)	4	6	89.9	6.67			NO
Sumter County AVC (E)	0	0	0	1	12.00	8.33			NO
Palmetto Unified (E)	0	0	0	0	63.70	0			NO
Anderson Alternative	0	0	0	1	12.00	8.33			NO
Greenwood AVC	0	0	0	2	23.00	8.70			NO
<b>TOTALS</b> Based on information provided to CERRA by districts, SDE, NBCTs and NBPTS	611 as of May 2007 <small>(Fall application window to open August 2007 – November 2007)</small>	1,597 as of May 2007 <small>(awaiting scores in December 07)</small>	2,208 as of May 2007	4,639 claimed by SC Districts and Special Schools	53,346.1 Based on SDE file	~8.67 % of SC Teachers Based on SDE file	39 Districts Offering one time bonus or supplement	59 Districts Offering local incentives	

## LOCAL Incentives in SC School Districts

- ABBEVILLE:** The Abbeville School District provides NBCTs with a \$1,500 supplement.
- AIKEN:** The district offers one [1] professional leave day, candidate support and technical support.
- ANDERSON ONE:** The district provides an annual \$1,000 supplement upon certification.
- ANDERSON TWO:** The district provides a one-time \$1,000 bonus upon certification.
- ANDERSON FOUR:** The district provides a \$3,000 salary supplement for the life of the certificate (pending annual board approval), \$65 reimbursement for the online National Board registration fee, two [2] release/staff development days and ongoing training sessions.
- ANDERSON FIVE:** The district provides candidate support workshops and awareness sessions.
- BARNWELL 29:** The district offers technical support and professional leave time to take assessment center exercises.
- BEAUFORT COUNTY:** The Beaufort County School District provides NBCTs with a \$2,000 annual salary increase for the ten-year life of the certificate.
- BERKELEY COUNTY:** The Berkeley School District pays an additional \$5,000 to NBCTs who agree to teach in rural schools determined by the state to have the greatest needs. Up to two retake fees are provided as well. Candidate support workshops are provided by district NBCTs in addition to technical support.
- CALHOUN COUNTY:** The district provides NBCTs with a one-time \$3,000 salary supplement upon certification.
- CHARLESTON COUNTY:** The Charleston County School District uses funds to support retreats and workshops for NBC candidates and bankers, stipends for NBCTs to conduct these activities, facilitator training and NBCT recognition events.
- CHEROKEE COUNTY:** The district offers one [1] professional leave day to candidates for portfolio/assessment preparation. In addition, the district provides awareness meetings and candidate support workshops throughout the school year.
- CHESTER COUNTY:** The district provides a \$3,000 salary supplement upon certification, two [2] professional leave days, candidate support workshops and technical support including use of laptops and video equipment.
- COLLETON COUNTY:** The district offers candidate support workshops and technical support such as use of laptops and assistance with videotaping.
- DARLINGTON COUNTY:** The district provides a \$2,000 salary supplement upon certification, two [2] professional leave days, payment for one banked entry, a tuition-free graduate class and opportunities to work with NBCTs.
- DILLON TWO:** National Board Certified Teachers receive a one time bonus of \$1,000 during the initial year receiving National Board Certification.
- DORCHESTER TWO:** The district offers candidate support meetings.
- DORCHESTER FOUR:** The district provides awareness and candidate support meetings, one [1] professional leave day to candidates working on portfolio entries, laptop computer loan while pursuing certification and reimbursement for the registration fee.
- EDGEFIELD COUNTY:** The district offers graduate courses, candidate support groups and technical support.
- FAIRFIELD COUNTY:** The district provides NBCTs with a \$4,000 salary supplement for the life of the certificate and three [3] professional leave days for candidates.

**FLORENCE ONE:** The district offers a one-time \$1,000 bonus upon certification and two [2] professional leave days for candidates.

**FLORENCE FOUR:** The district offers two [2] professional development days, pays a \$300 reapplication fee and provides technical support including copying and videotaping.

**FLORENCE FIVE:** The district offers three [3] professional leave days for candidates. In addition, the district offers mentoring and workshops to candidates, as well as financial support to retakers.

**GEORGETOWN COUNTY:** The district offers a \$3,000 salary supplement upon certification and provides candidate support retreats and two [2] professional leave days. In addition, the district will supplement one retake for retakers in 2005. Retreats and Workshops are ongoing.

**GREENVILLE COUNTY:** The district offers candidate support meetings for those seeking National Board Certification.

**GREENWOOD 50:** The district provides NBCTs with a \$3,000 salary supplement upon certification.

**GREENWOOD 51:** The district provides NBCTs with a \$1,500 salary supplement.

**GREENWOOD 52:** The district provides NBCTs with a one-time \$450 upon certification.

**HORRY COUNTY:** The Horry County Board of Education approved a district supplement of \$4,000 for National Board Certified teachers. The supplement will be phased in over two years with \$2,000 being paid in 2005-06 and the full \$4,000 being paid in 2006-2007.

**JASPER COUNTY:** The district provides NBCTs with a \$1,500 salary supplement for the life of the certificate.

**KERSHAW COUNTY:** The district provides NBCTs with a \$5,000 salary supplement.

**LANCASTER COUNTY:** The district pays for one retake fee, provides one [1] professional leave day, technical support and a recertification course for those interested in pursuing National Board Certification.

**LAURENS 55:** The district offers a \$1,500 salary supplement upon certification.

**LAURENS 56:** Candidate support is provided through monthly meetings held by NBCTs in the district.

**LEE:** The district provides \$500 to first year NBCTs. Each concurrent year, the district provides a \$1000 supplement to NBCTs.

**LEXINGTON ONE:** The district provides NBCTs with a \$3,000 salary supplement.

**LEXINGTON TWO:** The district provides an annual \$3,500 salary supplement for the life of the certificate, support workshops throughout the year and awareness meetings for candidates.

**LEXINGTON THREE:** The district provides a \$3,000 salary supplement upon certification and two [2] professional leave days for candidates.

**LEXINGTON FOUR:** The district provides a \$3,000 salary supplement upon certification and two [2] professional leave days for candidates.

**LEXINGTON/RICHLAND FIVE:** The district provides NBCTs with a \$5,000 salary supplement pending board approval and provides candidate support workshops and awareness meetings.

**MARLBORO COUNTY:** The district provides candidates two [2] professional leave days to work on the portfolio and a one-time \$1000 salary supplement for NBCTs upon certification.

**MARION TWO:** The school district offers two [2] professional leave days, candidate support meetings and technical support.

**MARION SEVEN:** The school district offers mentoring and technical support as well as professional development days to assist candidates in their portfolio preparation.

**MCCORMICK COUNTY:** The school district provides NBCTs with a \$1,500 salary supplement for the life of the certificate.

**NEWBERRY COUNTY:** Upon certification, teachers receive an annual \$2,500 salary supplement for the life of the certificate. In addition, the district provides technical assistance, two [2] professional leave days, and monthly candidate support workshops with a NBCT instructor.

**ORANGEBURG THREE:** The school district provides NBCTs with a \$3,000 salary supplement for the life of the certificate, candidate support workshops and technical support.

**ORANGEBURG FOUR:** The school district provides a \$3,000 salary supplement upon certification.

**ORANGEBURG FIVE:** The school district provides NBCTs with a \$3,000 salary supplement for the life of the certificate and candidate support sessions for those seeking National Board Certification.

**PICKENS COUNTY:** The school district offers two [2] professional leave days and candidate support meetings.

**RICHLAND ONE:** Upon certification, teachers receive an annual \$5,500 salary supplement for the life of the certificate. In addition, the district pays fees for two retake exercises, provides candidate support workshops and awareness meetings.

**RICHLAND TWO:** The district provides a \$5,000 annual salary supplement for the life of the certificate and provides candidate support workshops.

**SPARTANBURG TWO:** The district provides a tuition free graduate course for NBC candidates.

**SUMTER TWO:** The district provides candidate support meetings as well as technical support.

**SUMTER 17:** The district offers candidate support groups with the option to earn recertification points. A mini-conference conducted by District 17 NBCTs is provided free of charge for new candidates, candidates-in-waiting, and interested teachers. A minimum of two awareness meetings are held yearly.

**WILLIAMSBURG COUNTY:** The district provides a \$3,000 supplement distributed over the first three years of certification as National Board teacher (\$1,000 per year).

**YORK ONE:** The district provides assistance with the application process and continual technological support.

**YORK TWO:** The district awards a \$1,000 supplement to teachers who receive NBC.

**YORK THREE:** The district provides an annual \$3,000 salary supplement for the life of the certificate and offers repayment of the State loan for qualified bankers who do not achieve National Board Certification within three years.

**YORK FOUR:** The district provides a \$3,000 salary supplement upon certification as well as extensive support groups for candidates. Some of these provide direct instruction on the various requirements of NB. Others are Help Sessions. Candidates earn renewal credits but it is no longer for graduate credit.

**Please check with individual local education agency liaisons regarding candidate support and incentives as this list may not reflect recent developments.**

# South Carolina TAP: A National Leader in Outcomes Based Teacher Incentive Programs

## Why, Teacher Incentives?

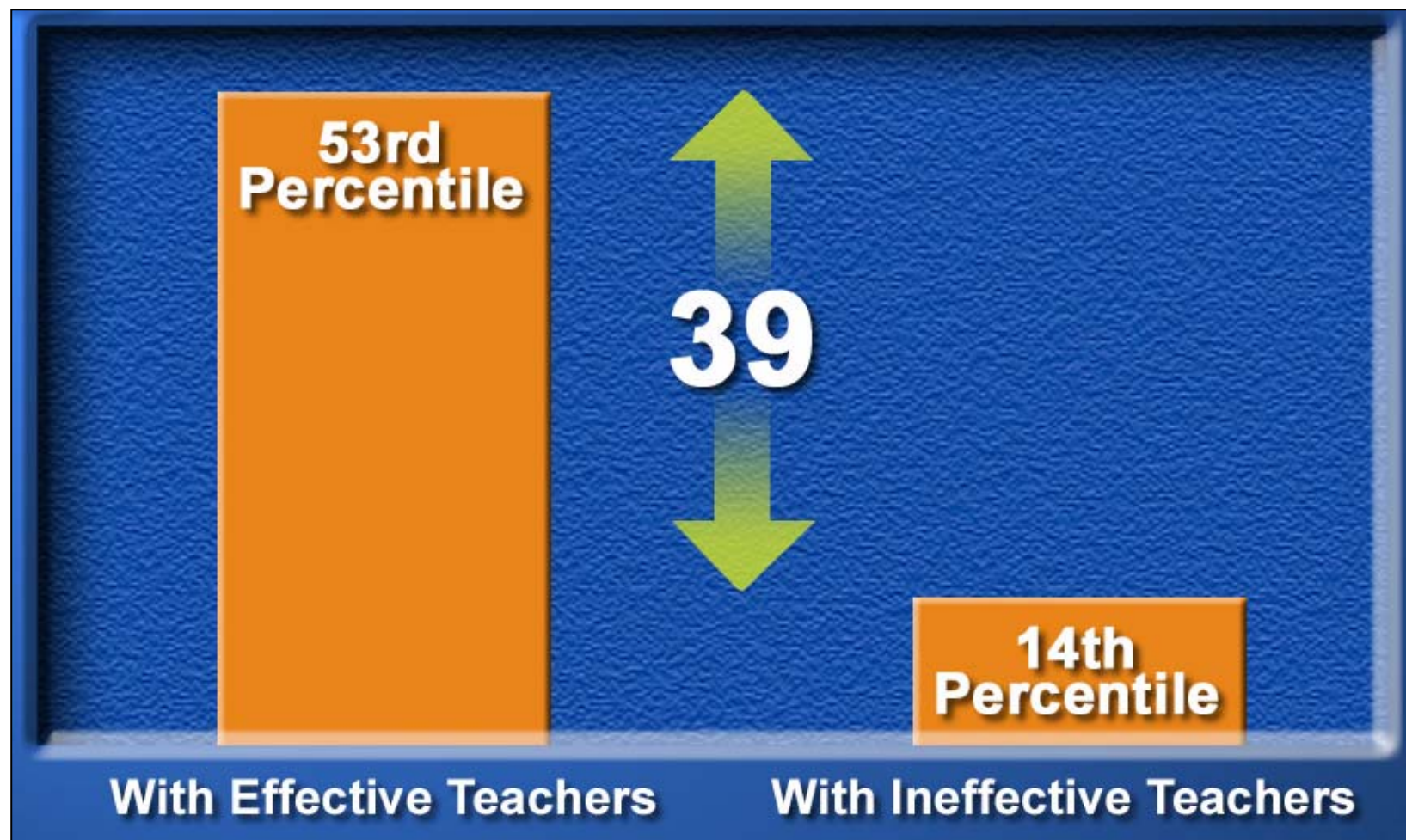
- Teachers are the single most important determinant of students' experiences and outcomes of schooling (Goldhaber, 2002).
- Top-performing teachers are capable of producing threefold the achievement growth in students when compared to low performing teachers (Hanushek, 1992).

## Why Teacher Incentives?

- A string of five above-average teachers can overcome the deficit typically reported between economically disadvantaged and higher income students (Rivkin et al, 2002).
- Most needy students generally end up being taught by least qualified teachers (Lankford et al, 2002; Loeb, 2000).



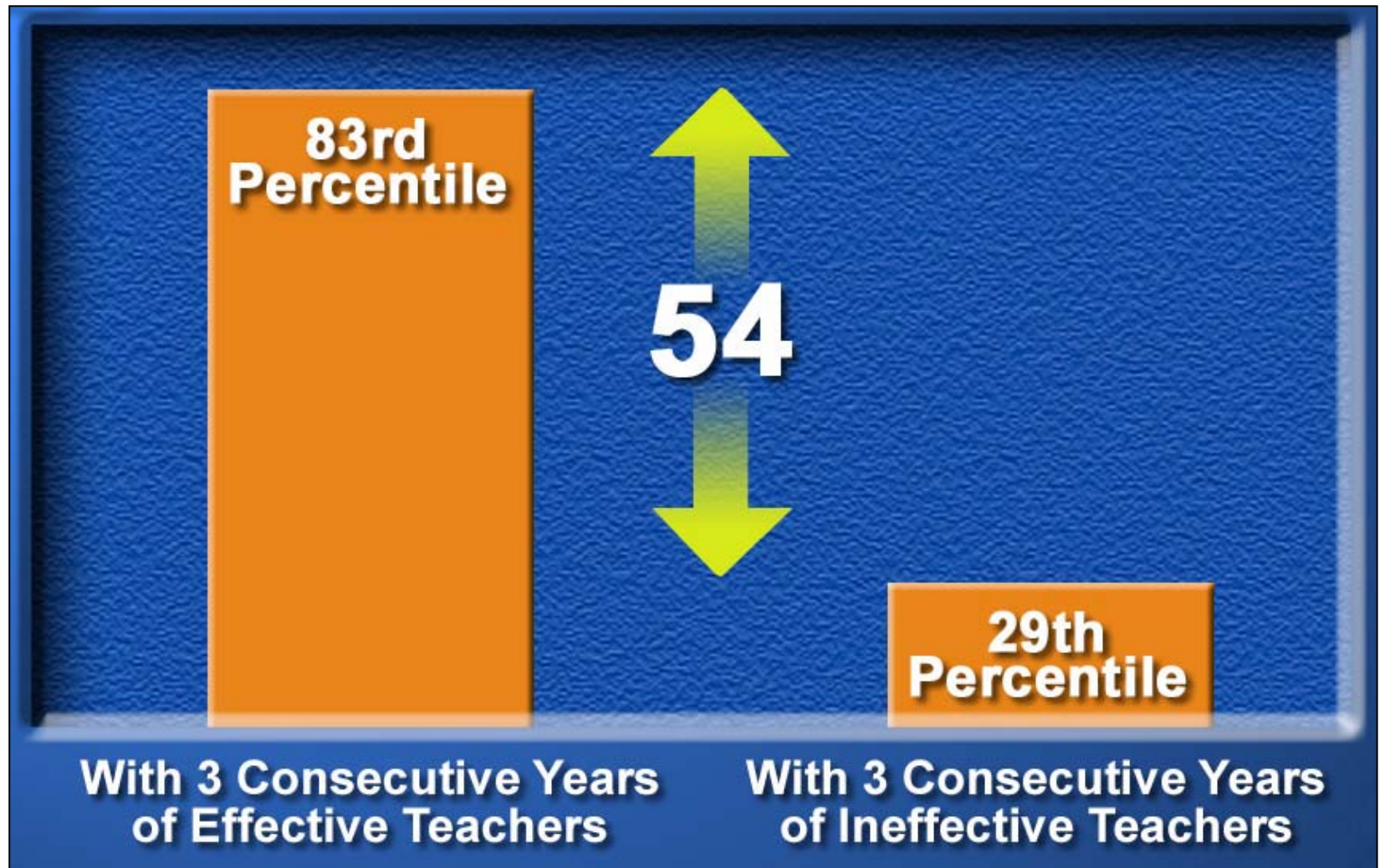
# Performance of Low Achieving Students After One Year





# Student Performance

## 5th Grade Math Students



# Disturbing Trends

- There are many effective teachers - just not enough.
- Percent of teachers scoring in top decile of high school achievement test:

1971-74	24%
2000	11%
- Attrition: 1/3 of teachers leave after 3 years of teaching; 1/2 by fifth year
- The most inexperienced teachers teach in high poverty schools
- The median age of teachers is on the rise
  - 33 in 1976 to the mid-40's today,
  - more teachers nearing retirement age
- Fewer students inclined to become teachers
  - only 14 percent expressed "a great deal of interest" in teaching as a career.
  - Thirty-nine percent responded, "no interest at all."

# The Cost of Teacher Turnover

- Estimates for the cost of turnover represent between a multiplier of .25 of (annual leaver's salary + benefits) to a multiplier of 1.5 of the annual leaver's salary.
- These formulas translate into a range of \$102,267–\$502,953 at a middle school in the Upstate, assuming those leaving were all first-year teachers with bachelor's degrees.
- Teachers leaving with more experience or advanced degrees would impact the school's budget even more.

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<sup>1</sup> The Cost of Teacher Turnover (November 2000). Texas Center for Educational Research. Prepared for the Texas State Board for Educator Certification. Austin, TX.

<http://ed.sc.gov/agency/offices/grants/documents/TheCostofTeacherTurnover.pdf>.



# Reasons for Teacher Attrition

- Salaries not competitive
- Costs of preparation not warranted by salary
- Everyone with same experience and credits gets same pay
- Difficult to support families on one teaching income
- Start career and retire with same title and job description
- Rarely do supervisors try to see how effective you are
- Little collegiality
- Few opportunities to get better at what you do
- Women have more career opportunities now
- Often unpleasant, dangerous environment
- Lack of good leadership
- Sometimes little respect from community
- Urban housing costs prohibitively high; lack of rural housing

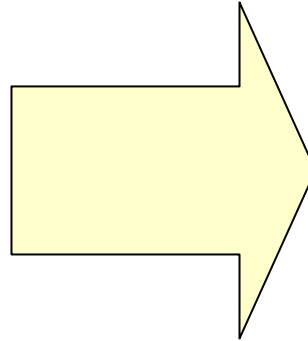
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**Working Conditions – Compensation –  
Community Support & Infrastructure**

## Before TAP

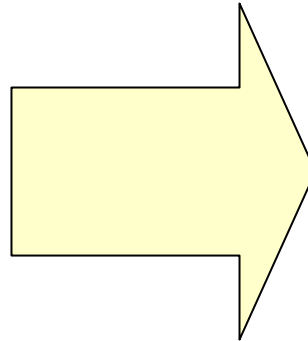
## After TAP

Stagnant Student  
Achievement



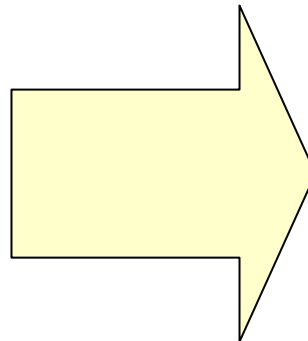
Improved  
Student  
Achievement

Disenfranchised  
faculty



Positive School  
Climate

High Teacher  
Turnover



Reduced Teacher  
Turnover



## **4 TAP Elements**

1. Multiple Career Paths
2. Instructionally-focused Accountability
3. Ongoing, Applied Professional Growth
4. Performance-based Compensation

# The Career Ladder

## Traditional Model

Career  
Teacher

Administrator

### Single Career Path

- Requiring the same level of:
- professional qualifications
  - responsibility
  - authority
  - assessment rigor

## SCTAP Model

Keeps  
great teachers  
in the classroom

Career  
Teacher

Mentor  
Teacher

Master  
Teacher

Regional  
Master  
Teacher

Administrator

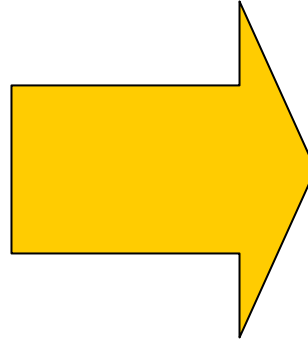
### Multiple Career Paths

- Requiring increasing levels of:
- professional qualifications
  - responsibilities
  - authority
  - assessment rigor

# Compensation

## Traditional Model

**Salary Schedule  
Drives Compensation**

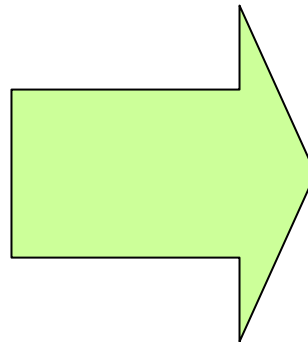


- Lock-step salary
- Determined by years of experience and training units accrued
- Credentials-based

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## SCTAP Model

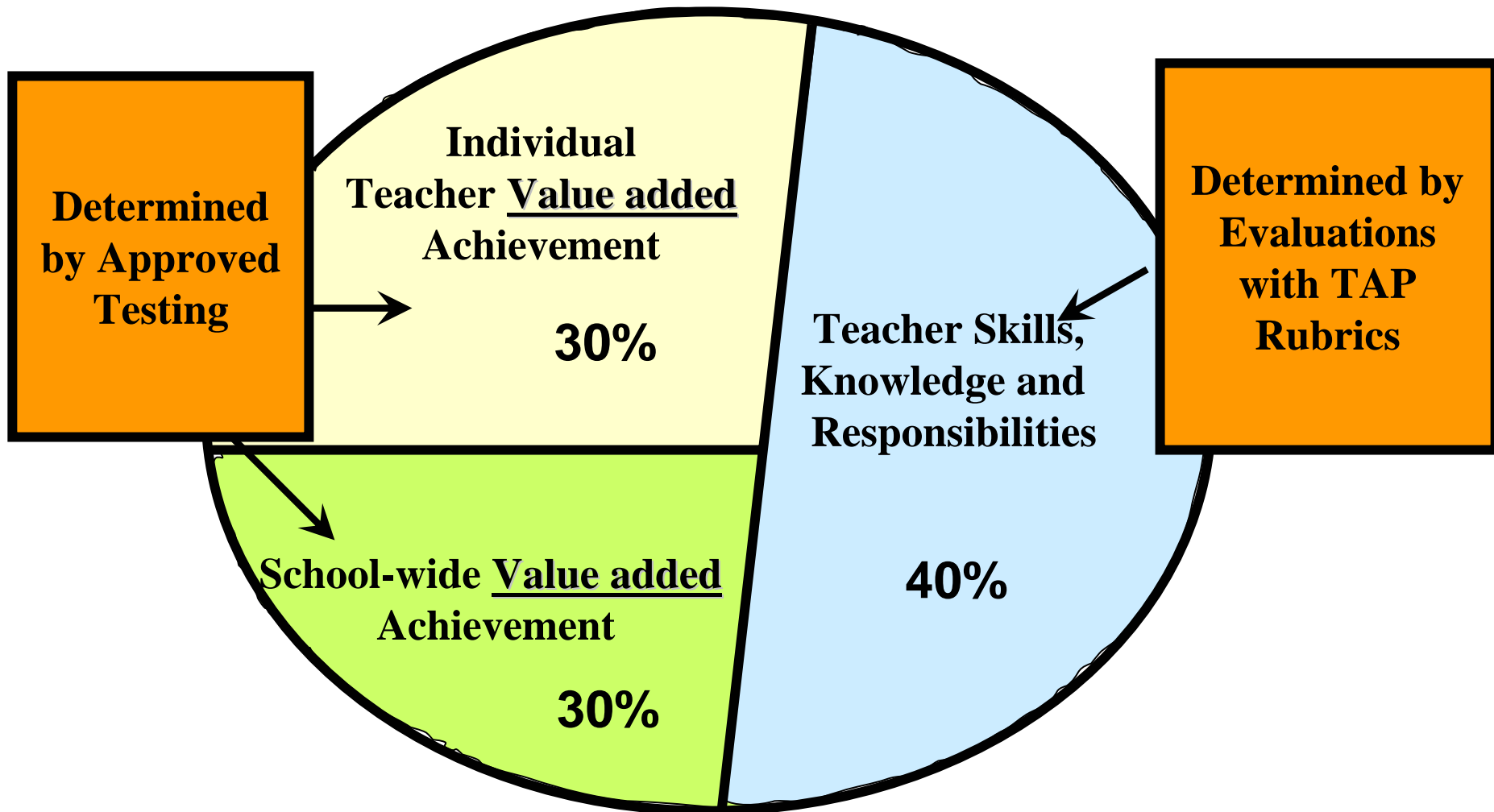
**Performance and  
Responsibility  
Drive Compensation**



- Performance-based salary
- Determined by:
  - credentials
  - level of responsibility
  - classroom effectiveness
  - school team achievement
  - student achievement



# How Teacher Performance is Measured

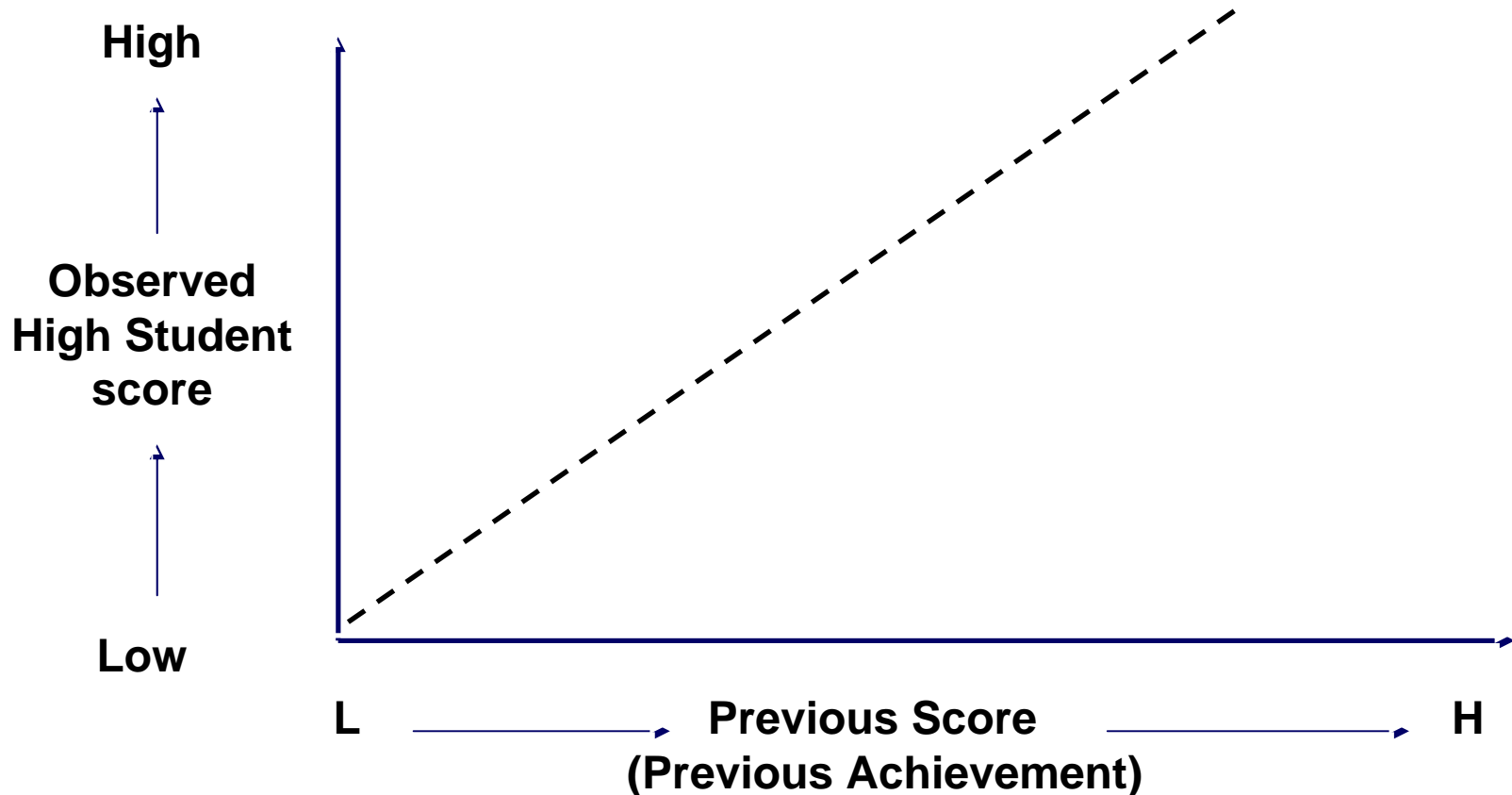




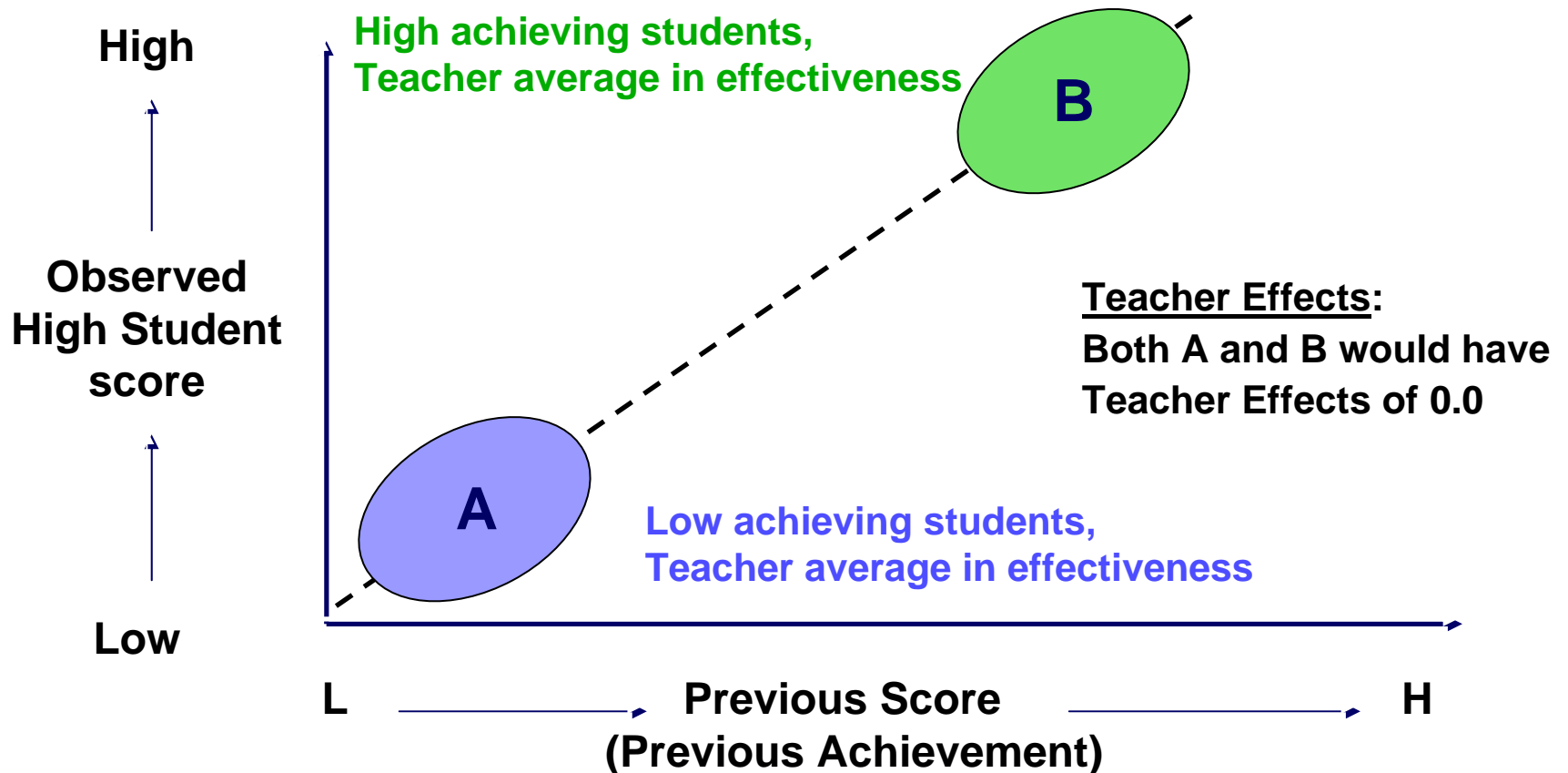
# Value-Added

- *Improved* student achievement
- Value-added assessment
  - Statistical model to measure growth in student achievement from pre-to-post-testing
- Value-added eliminates problem of having students with different levels of ability

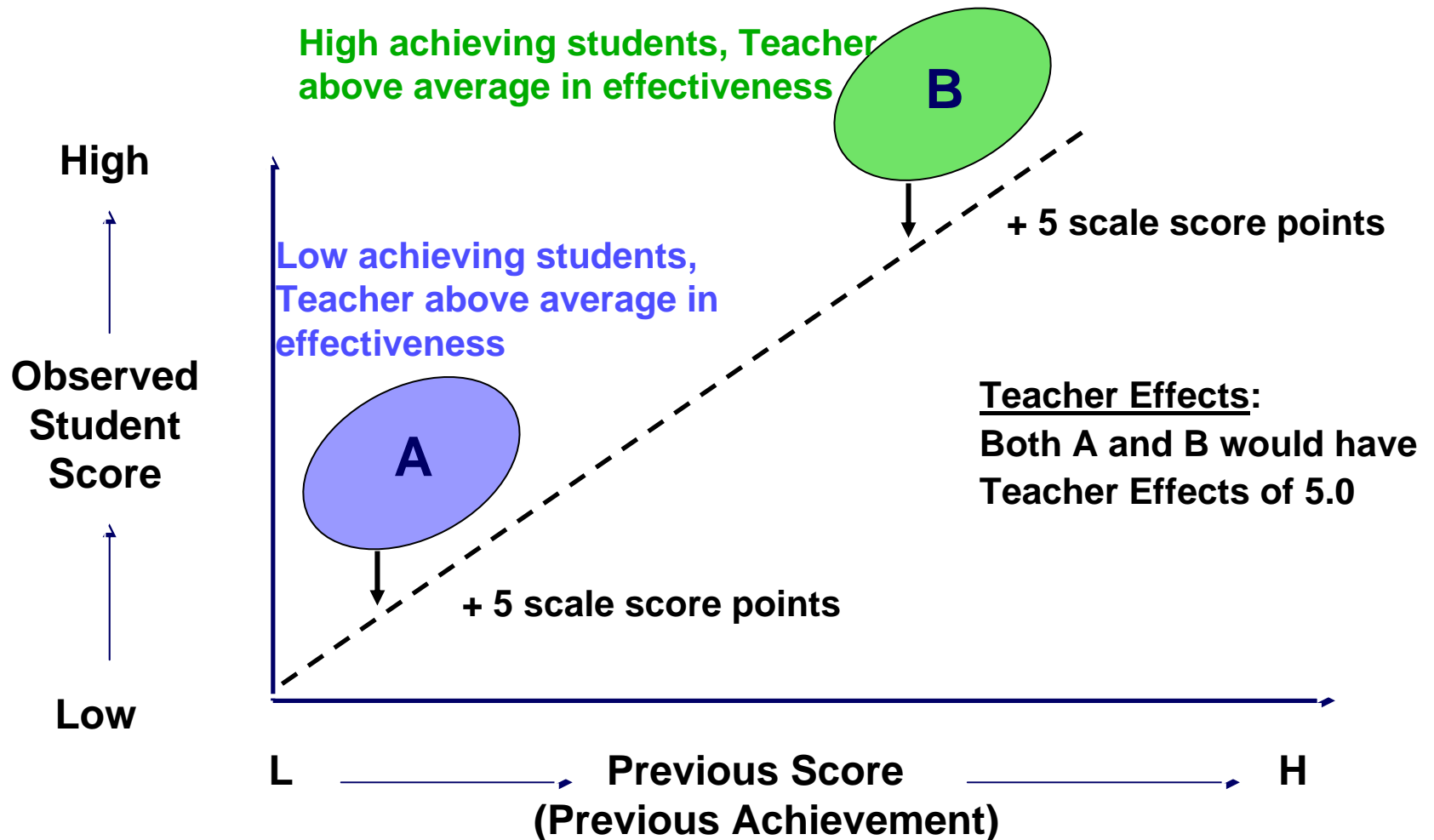
# Value Added Reference Growth



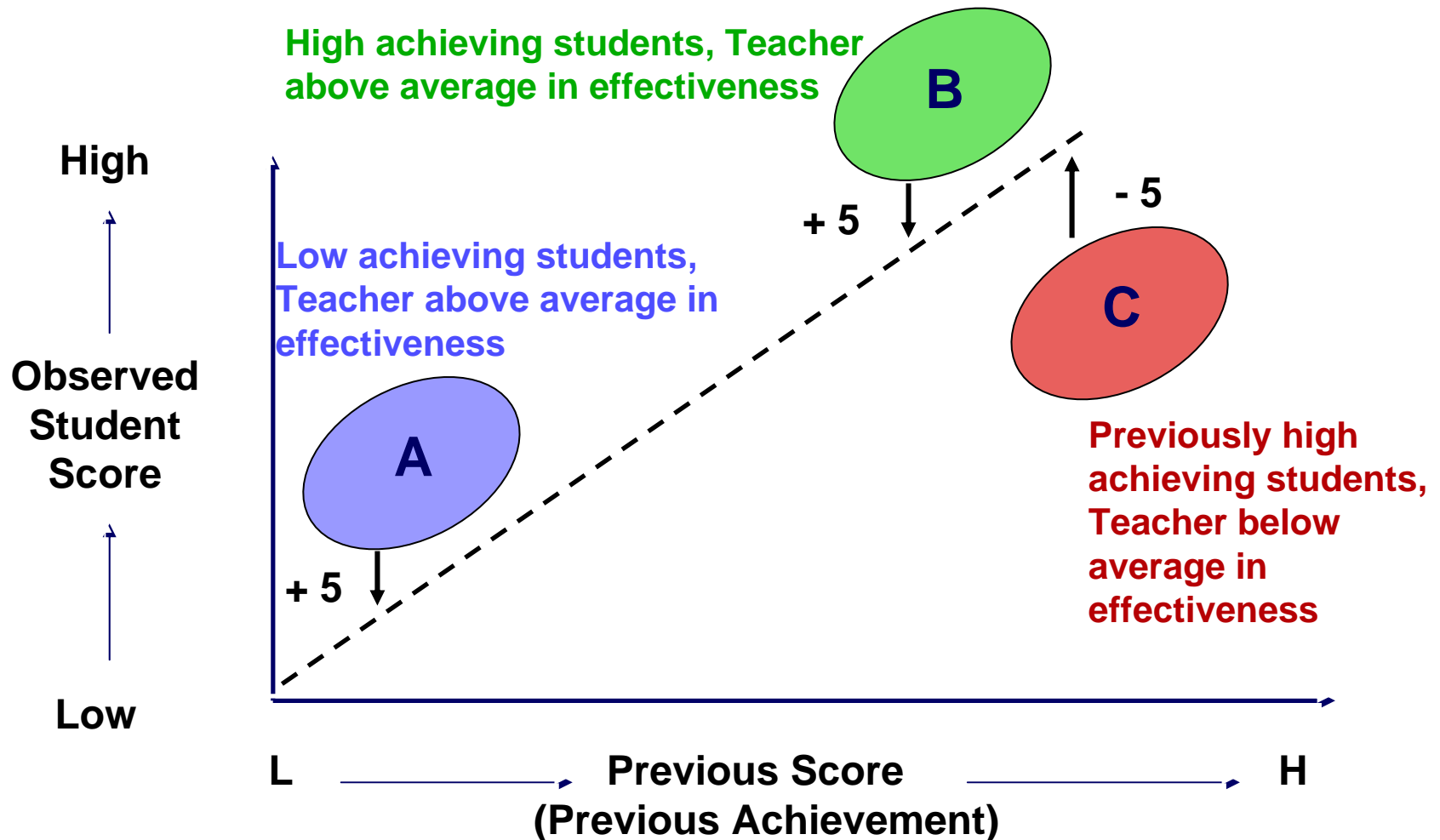
# Meeting Expectations



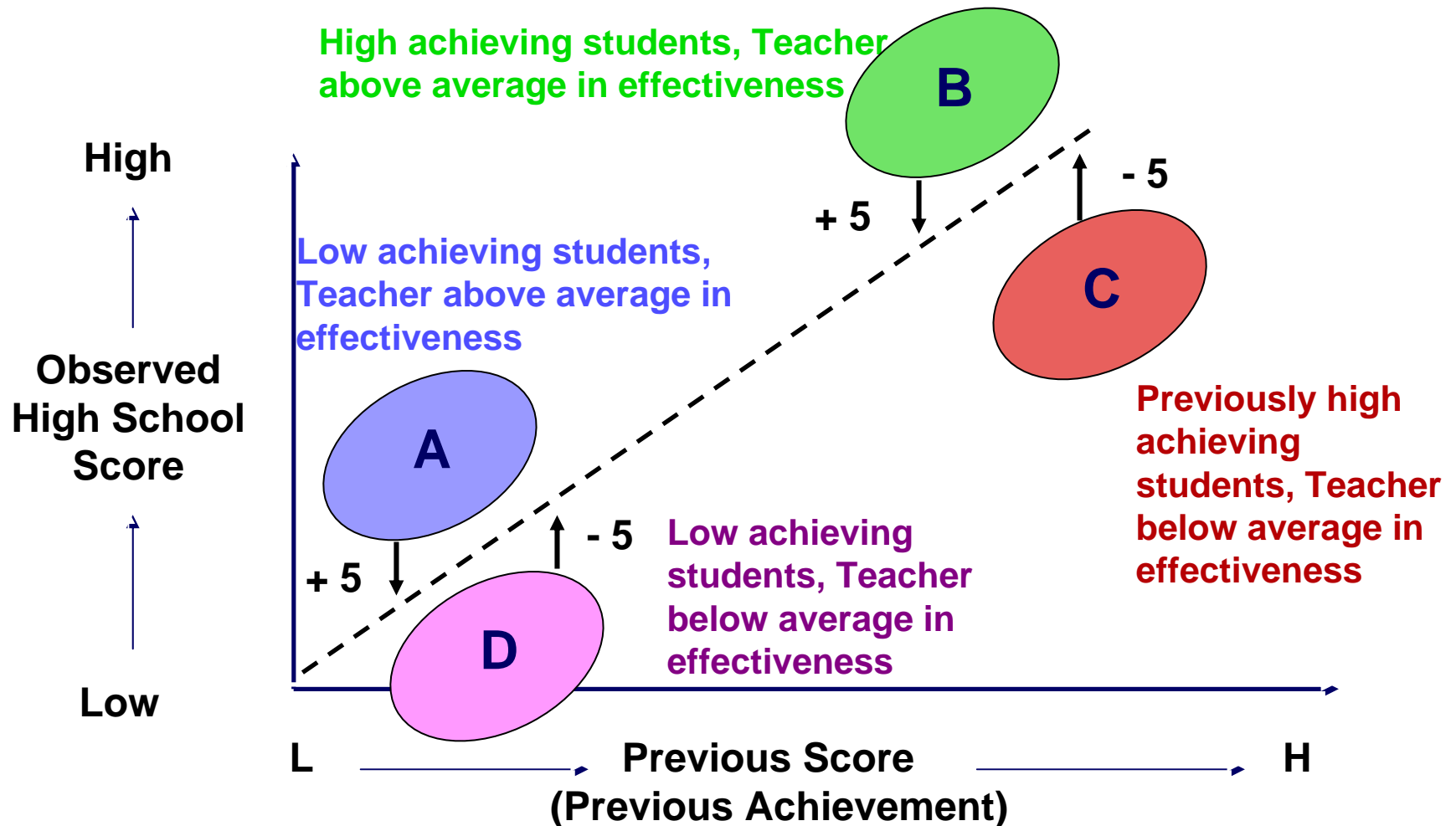
# Exceeding Expectations



# Comparison of High and Low Effectiveness



# Comparison of High and Low Effectiveness





# Value-Added Analyses

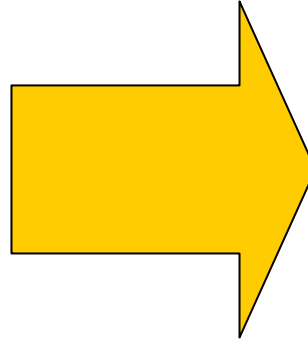
Because value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the school and teacher contribution to student learning, not family and neighborhood factors.



# Professional Accountability

## Traditional Model

**UNEVEN  
ACCOUNTABILITY**

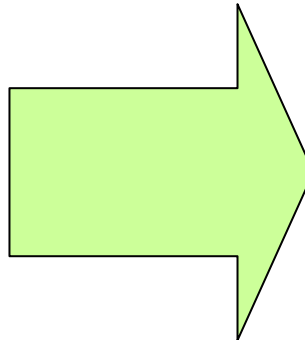


- Idiosyncratic evaluation standards and procedures
- Rewards and sanctions unrelated to evaluation outcomes
- Support provided for deficiencies only

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## SCTAP Model

**INSTRUCTIONALLY-  
FOCUSED  
ACCOUNTABILITY**



- TAP standards, procedures and performance rubrics
- Hiring, advancement and compensation tied to evaluation
- Support provided for growth

# TAP Teaching Performance Standards: Skills, Knowledge, & Responsibilities

## Planning Instruction

- Instructional Plans
- Student Work
- Assessment

## Learning Environment

- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

## Responsibilities

- Staff Development
- Instructional Supervision
- School Responsibilities
- Reflecting on Teaching

## Implementing Instruction

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Content Implementation
- Teacher Knowledge of Students
- Thinking
- Problem Solving



# **Models for the Teaching Profession: Professional Growth**

## **Traditional Model**

### **In-service/Course-based Professional Development**

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**Individual commitment, intermittent activities**

**Goals and activities tied to personal and financial interests of the individual**

**Unconnected to evaluation**

## **TAP Model**

### **Ongoing Applied Professional Growth**

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**School-wide commitment, weekly, site-based, teacher-led activities**

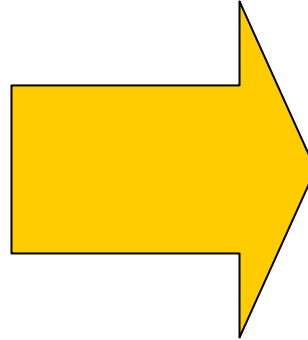
**Goals and activities tied to state standards, local SIP and analysis of student learning outcomes**

**Used to support and reinforce evaluation growth goals**

# Professional Growth

## Traditional Model

**In-service/Course-based Professional Development**

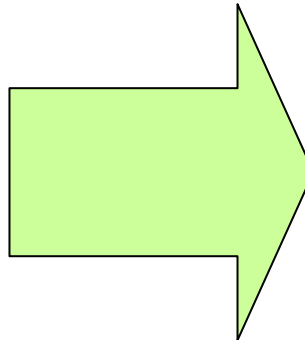


- Individual commitment, intermittent activities
- Goals and activities tied to personal and financial interests of the individual
- Unconnected to evaluation

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## SCTAP Model

**Ongoing Applied Professional Growth**




- School-wide commitment, weekly, site-based, teacher-led activities
- Goals and activities tied to state standards, local SIP and analysis of student learning outcomes
- Used to support and reinforce evaluation growth goals

# Principal Insights into TAP

- David O'Shields, Ph. D.  
SCTAP Principal at Bell Street Middle  
1999-2005.
  - Milken Educator 2003
  - Charter Member of SCDE's Education Leaders Fellows Program
  - Communities Helping, Assisting, and Motivating Promising Students (CHAMPS) creator

# Salary Comparison

School	Salary (5 years and BA)	Student Achievement	Incentive	Total
Non-TAP	\$35,649	High	\$0	\$35,649
SCTAP	\$35,649	High	\$8,500	\$44,149



## Master Teacher Responsibility and High Performance

School	Salary	Bonus	Stipend	Total
SCTAP	\$35,649	\$8,500	\$10,000	<b>\$54,149</b>

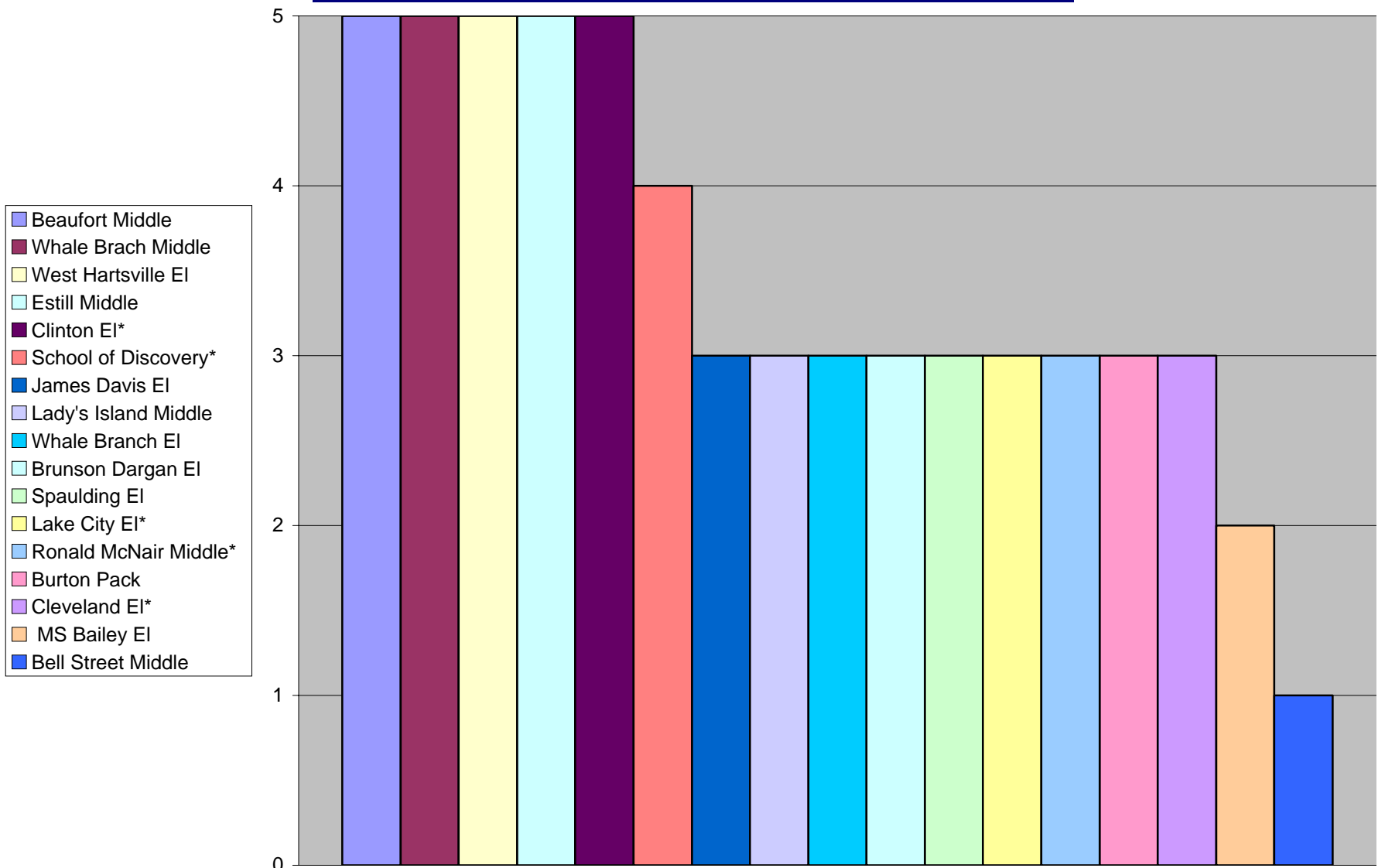


# RESULTS OF TAP

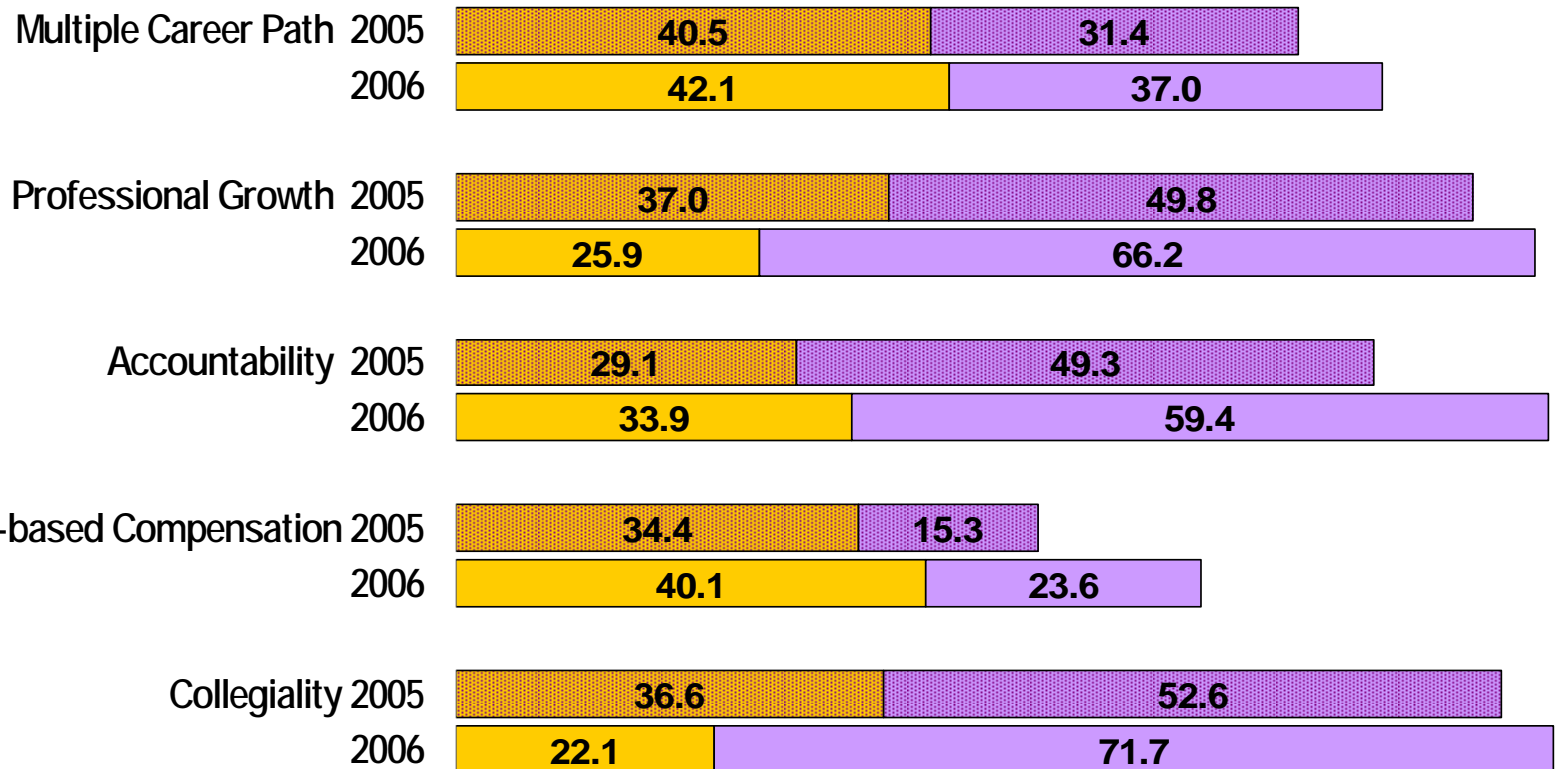


# SCTAP 2006-2007

## Value Added Results



# Teacher Support for TAP Elements:

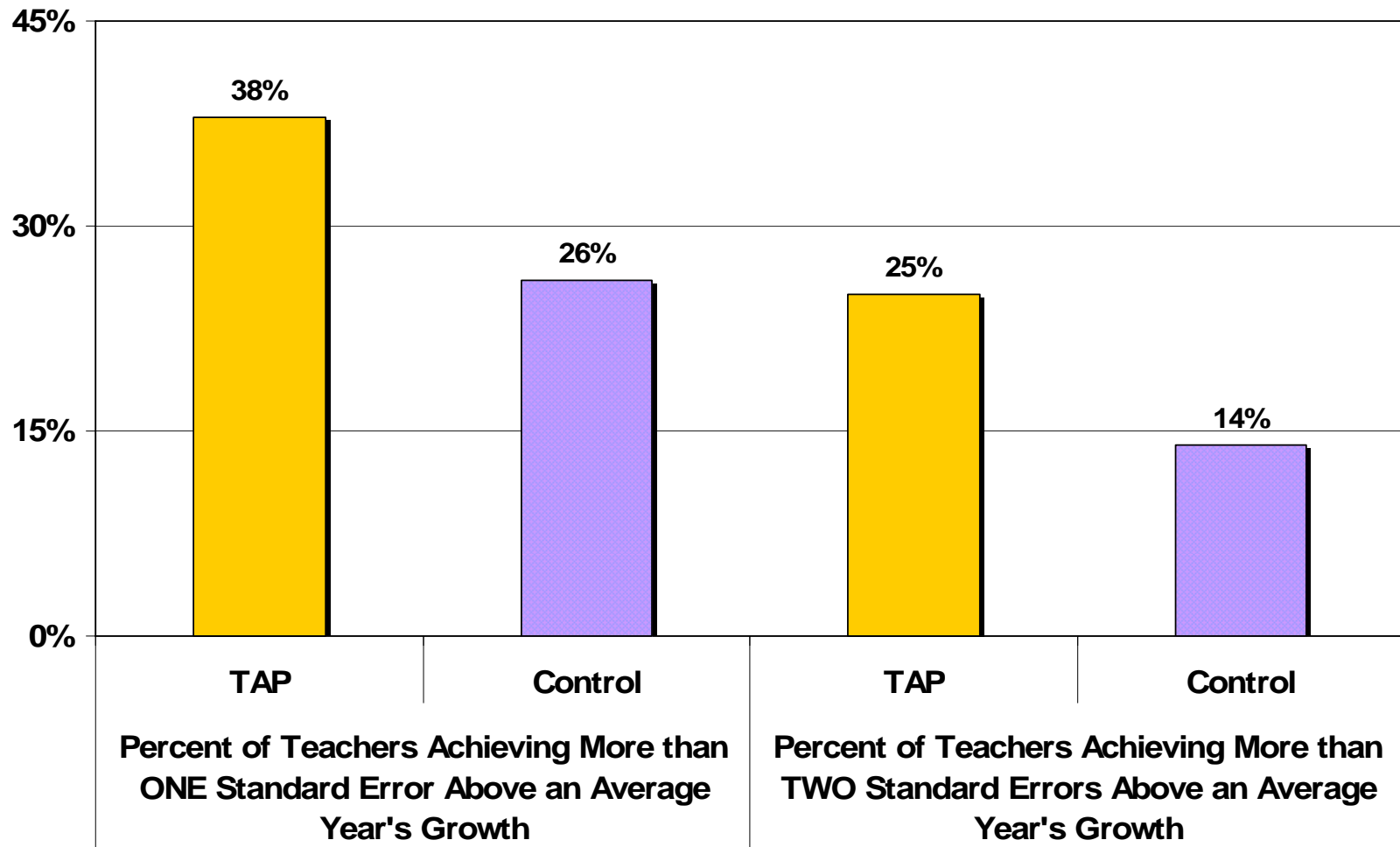


Percent

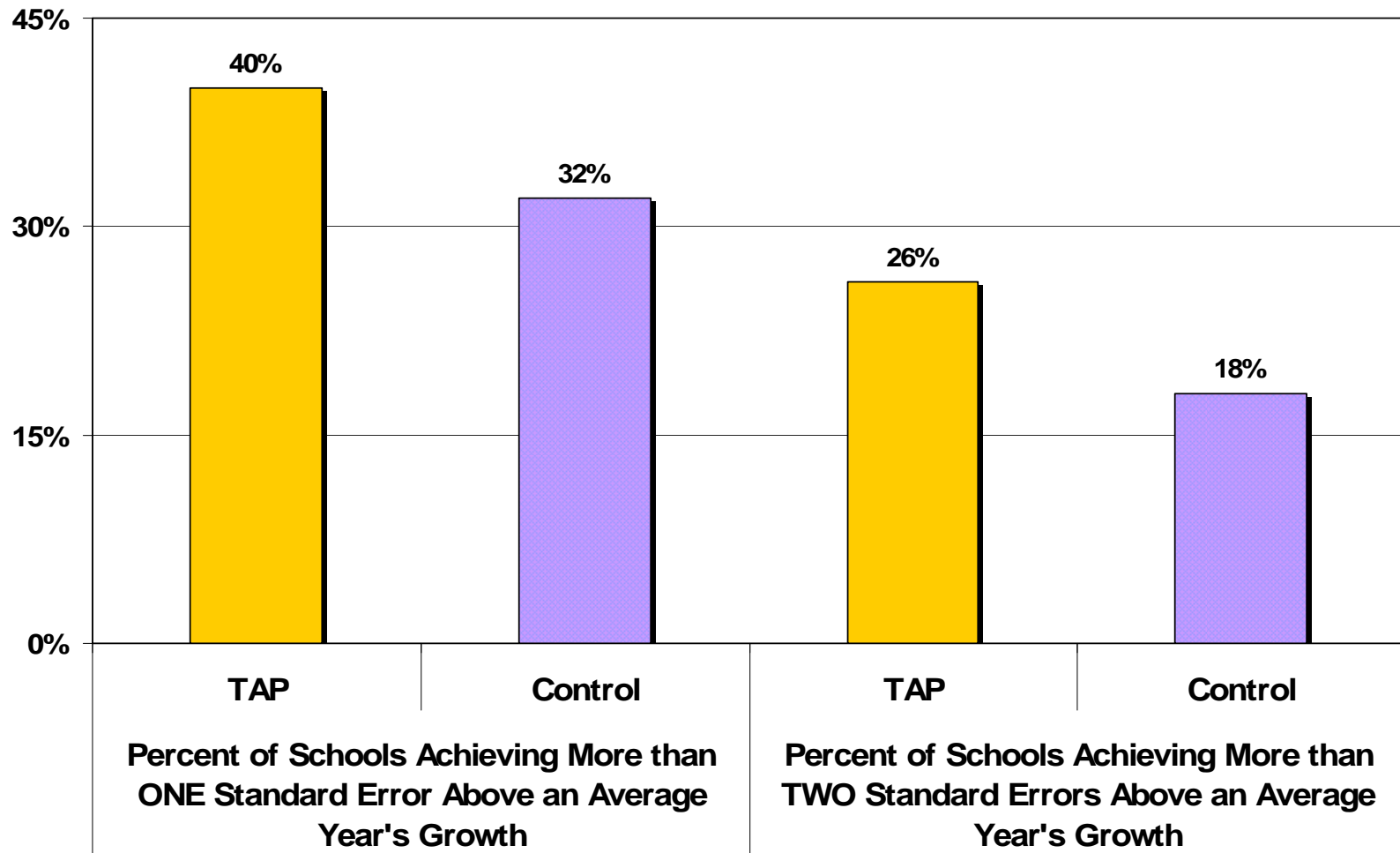
■ Average

■ Support / Strongly Support

# Teacher Support for TAP Elements:



# National Aggregated School Effect





## **Case Studies:**

### **Spaulding Elementary School, Darlington County School District**

From UNSAT, UNSAT to Below Average, Good after 1 year of TAP. The school also received a value-added score of 5 (the highest in TAP).

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### **Clinton Elementary School, Laurens School District 56**

From Below Average to Average with an improvement rating of Good after just one year of TAP. This school was also a Value added '5.'



## The Costs of TAP

- Across SC, the cost of implementing TAP ranges from \$200-\$750 per student depending on the level of support needed.
- TAP is not a “cookie-cutter” approach to CSR; it is a vibrant and nimble program capable of adapting to the unique needs of individual schools.



## **Funding Sources:**

- Title I and Title II
- State and other Federal Grants (TIF)
- Private Grants
- Alternative Technical Assistance
- Local appropriations

# Timeline of TAP Expansion

Year	2002	2003	2004	2005	2006	2007	2008
Number of schools	4	5	9	12	17	43	50 +
Milestones	Program piloted in Beaufort and Laurens 56	First bonus checks are distributed to teachers	Professional development component refined and rubric created	SC hosts second TAP National Conference and summer training	Principal bonus added Compensation levels increased	Districts given more autonomy to make changes in program implementation	SC creating in-state training materials





# Teacher Incentive Programs Under Review

- TEACHouse - Subsidized housing for early career teachers in hard-to-staff areas
- SC Comp - Similar to Denver's ProComp teacher incentive program, but more outcome oriented as opposed to credential oriented.



# Questions

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